

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here. <div style="text-align: center; font-size: small;"> Received Texas Education Agency 2014 JAN 21 PM 3:25 Document Control Center </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Levelland ISD	Vendor ID # 1-75-6001949-3	Mailing address line 1 704 11 th St
Mailing address line 2	City Levelland	State TX
County- District # 110-902	Campus number and name Levelland High School-001, Levelland Middle School-042, Levelland Intermediate School-041 Capitol Elementary School-104 South Elementary School-105 Academic Beginnings Center-106 Cactus Academic Center-003	US Congressional District # 19
	ESC Region # 17	DUNS # 025427907
		ZIP Code 79336-

Primary Contact

First name Jerry	M.I. 	Last name Beard	Title Director of Instructional Services
Telephone # 806 894-9628 Ext. 218	Email address jbeard@esc17.net		FAX # 806 894-2583

Secondary Contact

First name Donna	M.I. 	Last name Pugh	Title ABC Principal
Telephone # 806 894-6959	Email address dpugh@esc17.net		FAX # 806 894-5512

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name

Kelly

Telephone #

806 894-9628

Signature (blue ink preferred)

M.I.

Last name

Baggett

Email address

kbaggett@esc17.net

Title

Superintendent of Schools

FAX #

806 894-2583

Date signed

*Only the legally responsible party may sign this application.**1-16-2014*

701-14-101-008

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On this date:

By TEA staff person:

Schedule #1—General Information (cont.)

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
	No fiscal-related attachments are required for this grant.	
	No program-related attachments are required for this grant.	

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
x	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
x	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
x	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
x	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

x I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Induction and Mentoring

The District currently has a first and second year teacher academy. These teachers meet a minimum of four times per year and are trained on effective pedagogical practices. We plan to expand this by adding a mentoring program for these teachers and add another year to the training. Experienced and successful teachers will be selected by campus administrators to work with mentees in order to serve as a sounding board while giving them guidance on instructional practices which have proven to be effective. Both the mentors and mentees will receive training on effective ways to work together for the benefit of the students they serve. The District will use a trainer of trainer's model with local administrators providing the training for both mentors and mentees. Local administrators will also attend training sessions in order to better prepare them to work with both mentors and mentees. Mentees and mentors will meet a minimum of twice per month and the mentor will be required to write a short summary on their discussions and resolutions that were reached. Mentees will also be required to observe other teachers a minimum of twice during the year and write a short narrative on what changes they will make in their teaching because of the observation.

Evaluation

Currently the primary evaluation instrument used is the Professional Development and Appraisal System (PDAS). We plan to expand this by using the Fundamental Five Observation instrument. This is an observation process that is normally short in duration but is done a minimum of once per six weeks on every teachers. We also plan to select successful teachers to be trained on the observation instrument and serve as observers on selected teachers to be determined by the building principal. We also plan to use other measures in the evaluation process by adding student growth. We will use such assessments as the LAP-3, NWEA, and STAAR to assess the effectiveness of the teacher's instruction. Also to be used is the teacher assessment component of the PDAS. In selected secondary classrooms, we will also allow students to participate in surveys dealing with their teachers. This will be in a written format. We also plan to use all components of the evaluation process as a justification for providing staff development opportunities within the school year. The District has also been asked to participate in a pilot program for both the teacher and principal evaluation systems. Its intent is to shift from that of compliance to that of a system of support and continuous growth. If approved by the local board of education, it will be used in place of the PDAS although it is thought that several of the components are very similar.

Professional Development and Collaboration

During the school year professional development will be incorporated into the school week through several means. The majority of academic staff members meet during the week in PLC meetings and staff development could occur then. There are also early out times during the year in which students are dismissed and teachers stay so that staff development training could occur. This is particularly effective if issues that affect the majority of teacher need to be addressed. Also, teachers will be required to attend after school training sessions. The staff development to be offered will initially be based on assessment results from the previous year. As the year progresses, staff development will focus on the results of common assessments and teacher and administrator observations performed during the year. These can be grade, department, campus, or district based depending on the needs. Because of the campus schedules, the majority of PLC times are held during the day in

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which teachers have time to collaborate with their peers. In addition to this, we plan to contract with an online staff development provider and direct teachers to these resources based on our observations and assessment data. We also plan to purchase recording equipment in which exemplary teachers are taped and these tapes will be made available on the district web site for both teachers and parents. We will also strive to have more vertical curriculum integration meetings so that teachers can be better equipped to enhance the continuity of the District's programs and curriculum.

Strategic Compensation and Retention

We plan to expand on the District differential compensation plan by providing teachers with supplemental compensation based on their willingness to assume more responsibility and take on more leadership roles. These include such things as agreeing to become mentors and PLC leaders at the campus level. In order to ensure that the grant program is properly implemented at all participating campuses, each building principal will select a campus coordinator who will work with the overall district director.

Also, teachers willing to be observers using the Fundamental Five program and/or instructional coaches would also be compensated. Staff members willing to make presentations during staff development sessions would also receive supplemental compensation. Because of the shortage of bilingual teachers and the District's growing English Language Learner population, we intend to provide a stipend for certified bilingual teachers who are teaching in this field and a sign on bonus for teachers new to the District who are certified and teaching in this area. Because of the high turnover that we have experienced in middle school math and science teachers, we also plan to provide a stipend to these teachers who are certified and teaching in those fields. When hiring personnel we plan to use staff members as part of the hiring process and provide supplemental compensation for this if it is outside their contract days.

Recruiting and Hiring

We intend to increase the number of job fairs that we attend and participate in more outside the region in order to attract teachers in shortage areas. We also plan to be more proactive in advertising for teaching fields in shortage areas. When hiring teachers we plan to use more of a team approach and use teachers in similar subject areas to help the administrative staff make decisions. Also, we will insist that the credentials of an applicant are provided to us early so we can evaluate their background and suitability for the job. We will put a high priority on those who graduate from teacher education programs that have a record of producing teachers that have been successful. We plan to emphasize that all applicants, be at a minimum, highly qualified. We will also stress that all applicants pass the pedagogical exam and the subject matter exam for which they are assigned. In addition to these, we intend to encourage paraprofessionals to pursue teaching certificates at universities of their choice.

Career Pathways

We plan to create strategic career pathways by giving staff members, in particular teachers, additional responsibilities so that they can develop leadership skills that may prepare them for more career opportunities in the future. These include things as mentor teachers, instructional coaches, PLC leaders, and presenters in staff development sessions. We will also select successful teachers to observe other teachers new the profession or those who have been identified as facing challenges in the classroom.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary	
County-district number or vendor ID: 110-902	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	
Project period: April 1, 2014, through August 31, 2016	
Fund code: 429	

Part 1: Budget Summary		Year 1 (4/1/14 – 8/31/15)		Year 2 (9/1/14 – 8/31/16)	
		Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	\$207,250	\$20,000	\$227,250	\$227,250
Schedule #8	Professional and Contracted Services (6200)	\$35,400	\$900	\$36,300	\$36,300
Schedule #9	Supplies and Materials (6300)	\$1,100	\$100	\$1,200	\$1,200
Schedule #10	Other Operating Costs (6400)	\$1,550	\$150	\$1,700	\$1,700
Schedule #11	Capital Outlay (6600/15XX)	\$12,500	\$1,000	\$13,500	\$13,500
Total direct costs:		\$257,800	\$22,150	\$279,950	\$279,950
Percentage% indirect costs (see note):		N/A	\$	N/A	\$
Grand total of budgeted costs (add all entries in each column):		\$257,800	\$22,150	\$279,950	\$279,950

Administrative Cost Calculation	
Enter the total grant amount requested:	Year 1 \$279,950
Percentage limit on administrative costs established for the program (10%):	x .10
Multiply and round down to the nearest whole dollar. Enter the result.	\$27,995
This is the maximum amount allowable for administrative costs, including indirect costs:	\$27,995

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 110-902			Amendment # (for amendments only):		
	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher		14	\$44,000	\$44,000
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Title			\$	\$
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$44,000	\$44,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$24,000	\$24,000
20	6119 Professional staff extra-duty pay			\$136,250	\$136,250
21	6121 Support staff extra-duty pay			\$1,000	\$1,000
22	6140 Employee benefits			\$2,000	\$2,000
23	61XX Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$163,250	\$163,250
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$207,250	\$207,250

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Instructional Coach and Staff Development Presenter	<input type="checkbox"/>	\$2400	\$2400
2	Independent evaluator	<input type="checkbox"/>	\$750	\$750
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$3150	\$3150

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Professional development		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Online professional development suggested for teachers based on observations and assessment data			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
	Total budget:		

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 110-902

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Instructional Coach and Staff Development Presenter		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Assist Bilingual/ESL teachers and provide staff development for all teachers on sheltered English instruction and the ELPS			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 1	\$6250	\$6250
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$6250	\$6250	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 1		
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 110-902

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$3150	\$3150	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$32250	\$32250	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$35400	\$35400	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 110-902					Amendment number (for amendments only):		
Expense Item Description							
Technology Hardware—Not Capitalized							
6399	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$1,100	\$1,100
Grand total:						\$1,100	\$1,100

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 110-902		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$1,550	\$1,550
Grand total:		\$1,550	\$1,550

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 110-902			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2	Recording Equipment for SD Presentations	1	\$25,000	\$12,500	\$12,500
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				12,500	\$12,500

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	139	4.47%	Attendance rate	96.06%
Hispanic	2,084	67.05%	Annual dropout rate (Gr 9-12)	22.7%
White	839	29.99%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	78 %
Asian	9	.29%	TAKS commended 2011 performance, all tests (sum of all grades tested)	25.7 %
Economically disadvantaged	2,022	65.06%	Students taking the ACT and/or SAT	36 %
Limited English proficient (LEP)	193	6.21%	Average SAT score (number value, not a percentage)	1510
Disciplinary placements	40	1.0%	Average ACT score (number value, not a percentage)	20

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	4	2.0%	No degree	0	0%
Hispanic	37	15.0%	Bachelor's degree	196	79.6%
White	202	82.2%	Master's degree	49	20%
Asian	1	.4%	Doctorate	1	.4%
1-5 years exp.	60.1	24.4%	Avg. salary, 1-5 years exp.	36,759	N/A
6-10 years exp.	47	19.1%	Avg. salary, 6-10 years exp.	38,218	N/A
11-20 years exp.	67	27.2%	Avg. salary, 11-20 years exp.	44,199	N/A
Over 20 years exp.	58.5	23.7%	Avg. salary, over 20 years exp.	54,155	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	269	264	263	213	217	212	210	210	240	217	235	187	186	185	3,108
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	269	264	263	213	217	212	210	210	240	217	235	187	186	185	3,108

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	15	14	14	13	15	16	15	16	27	24	22	18	19	18	246
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	15	14	14	13	15	16	15	16	27	24	22	18	19	18	246

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Schedule #13—Needs Assessment

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. Our primary need is one that involves the state accountability system. Although we did meet this standard, several of our results were slightly above the minimum standard requirements. In particular, the areas of college readiness and closing the gaps with the various population groups were extremely weak. In the accountability system of System Safeguards, all core areas except science were cited as needing improvement. The major area of weakness was writing in which the following groups did not meet the standard: African-American, Hispanic, Economic Disadvantaged, Special Education, and English Language Learners. The Special Education group appeared to be the group in greatest need since this population failed to meet System Safeguards in three core areas.
2. The District does utilize multiple observations because of Fundamental Five. However, a desire would be to use other trained observers such as teachers who instruct in the same areas as those teachers being observed.
3. The current evaluation system uses the PDAS observation instrument as its primary evaluation instrument. We are proposing to include more activities such as student growth, teacher self-assessment, and student surveys.
4. Accommodations-Teachers currently meet during PLC time to discuss and share pedagogical strategies. This is done at all campuses. We are proposing that all campuses have an agenda and summary report prepared by the PLC leader in addition to expanding these to include teachers in non-core subjects.
5. Professional development is primarily accomplished during the summer and in early student outs during the school year. We are proposing that more PLCs and released times be used for staff development. Teachers skilled in their particular subject could provide strategies for other teachers that have proven to be effective. This can also be done through after school workshops in which presenters will focus on areas of concern that are common to most teachers. The ESC and other outside professionals will also be used for staff development. There is also a need to have professional development that is individualized and can be tailored to meet the needs of individual teachers. An Online process would help in creating more flexibility for teachers. .
6. The District currently has a limited differential compensation plan. Department heads in math and science at the secondary level receive supplemental stipends. We are proposing to expand this to PLC leaders and instructional coaches. We also want to provide supplemental compensation for those who provide staff development and for those who make gains in the academic performance of their students. We also need supplemental compensation for teachers in shortage areas, such as bilingual, math, and science.
7. Recruitment and Hiring- We currently attend a limited number of job fairs and intend to increase this number. We will also do some things that make future applicants aware of the opportunities in the District.
8. We currently have a limited number of career pathways for teachers but will maximize this through grant funds. We plan to identify those needs that will have the greatest impact on student performance. Because of this, we think that our greatest need is in the area of

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve the quality of the teacher evaluation process by adding more components to the process	We plan to upgrade the evaluation process by adding these components: student growth, a teacher self-assessment, and a selected student survey of their teachers at the secondary level. We also plan to use qualified teachers in the observation process
2.	Upgrade the teacher induction program	We plan to select mentors for first ,second ,and third year teachers. Mentors will also be responsible for providing a summary of their meetings with mentees. We also plan to require mentees to observe other teachers once per semester and document a change in performance.
3.	Change the professional development model by making it more dependent on teacher observations and student assessment data including common assessments.	We plan to use our PLCs by allowing more teachers to conduct the training. We also plan to increase the after school professional development opportunities by using the local teaching staff, ESC, and other outside presenters.
4.	Strategic Compensation and Retention Process	We plan to expand the compensation component by providing a differential pay plan for those teachers who take on additional responsibilities such as leading in PLC meetings and providing staff development. Also, included will be incentives for improving student performance and a stipend for teachers in shortage areas.
5.	Upgrade the recruitment and hiring process	This will be accomplished by attending more job fairs and providing more incentives in severe shortage teaching fields. Also, when hiring we plan to use more of a team approach which will include teachers. Also, we plan to contact recent graduates of area colleges of education and provide them information about Levelland ISD

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Schedule #14—Management Plan

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Instructional Services	46 years experience in public education: has written and implemented grants for 27 years including NCLB, Achieve Texas, LEP Readiness, DATE, Achieve Texas, and PK Readiness: certified as a teacher, counselor, and administrator in Texas
2.	Principal-ABC	21 years experience in public education: M. Ed. : holds a principal's certification: served as early childhood principal for 8 years: has assisted in the writing and implementation of the PK Readiness Grant and Head Start Grant
3.	Principal-South Elementary	11 years experience in public education: M.Ed. : holds a teaching certificate in business education and teaching applications: served as an administrator for 3 years: served as the campus test coordinator for a large 4A high school
4.	Assistant Principal-Levelland MS	8 years experience in public education: Master of Science: Certified as a vocational agriculture teacher: 1 year experience as assistant principal
5.	Independent Evaluator	Retired as Director of Curriculum and Instruction: served as principal and assistant principal for 13 years: has worked in 10 school in 3 districts as a consultant: currently serves as Adjunct Professor at South Plains College and Wayland Baptist University: M. Ed.: Certified as a principal

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Establish the induction system including the mentorship program	1. Select mentors	August-2014	August-2015
		2. Train mentors and mentees	September-2014	September-2015
		3. Allow mentees to observe other teachers twice during the school year	October-2014	April-2016
		4. Select campus coordinators to oversee the program and other activities in the grant	August-2014	August-2015
		5. Train administrators to work with mentors and mentees	August-2014	September-2014
2.	Expand the observation process to include teachers as observers	1. Select and train teachers to be observers of other teachers using the Fundamental Five system	October-2014	October-2015
		2. Identify those teachers to be observed	November - 2014	February-2016
		3. Conduct observations using both administrators and trained teachers	November-2014	March-2015
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Initiate a new evaluation system for teachers	1. Provide an orientation and training session for administrators	August-2014	August-2015
		2. Inform teachers about the new evaluation system	August-2014	August-2015
		3. Have teachers complete the self-evaluation report as part of the PDAS	September - 2014	September-2015
		4. Allow students to perform surveys of teachers at the secondary level	March-2015	March-2016
		5. Conduct summative evaluations	April-2015	May-2016
4.	Enhance the collaboration opportunities within the District	1. Select PLC leaders	August -2014	August-2014
		2. Provide the guidelines and objectives of PLC meetings	August-2014	August-2015
		3. Set aside days for vertical integration within the	January-2015	May-2016

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Levelland strives to maintain an open door policy in which two- way communication is the key. Goals and objectives are initially established by the District Advisory Committee who work in harmony with Central Office staff. The District uses an online program called Plan for Learning to report goals, objectives, and activities as established by the campus and district teams. Included in this program is a quarterly progress checklist which is used by the committee to determine if the goals and objectives are being accomplished. These goals and objectives are also presented to members of the local Board of Education which includes both parents and community members. These goals and objectives are then presented to the administrative staff. Principal meetings are held a minimum of once per month and updates are provided regarding the attainment of these goals and objectives. Updates are also provided to teachers at the campus level through staff and PLC meetings. Teachers then inform students about their progress. If changes are necessary, the administrative staff, including campus level personnel, will brainstorm alternative strategies and programs that might be better suited to meet the goals and objectives of the district. These are then conveyed to the District Advisory Committee which consists of parents and community members. This process is done every quarter by using the Plan for Learning checklist. Campus level personnel also use common assessments to ascertain the academic progress of students. Changes will be made at the campus level if progress is not being made. Parents are also involved in their student's progress and remediation/success.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District does have a new teacher orientation program for first and second year teachers new to the profession. Teachers meet 3-4 times per year for all day sessions in which information about the teaching professions is presented to the new teachers in addition to effective teaching strategies. In the majority of cases in the District, no mentor is assigned to new teachers and no one is paid for these supplemental duties. The grant will expand the mentorship program by assigning mentors and paying the mentor. With the Fundamental Five system all teachers are currently being observed once per six weeks by building administrators. Also, selected teachers must be observed with the PDAS system. We plan to expand on this by allowing qualified and experienced teachers to observe their peers and discuss the findings through a post observation meeting. Formal evaluations are also done primarily through PDAS observations but we will expand this to include other evaluation measures. We currently have an extensive collaboration system in place. This will be maximized by providing more structure to the meetings. Professional development is primarily done prior to the start of the school year with some occurring during the school year and on early outs for students. We plan to use the PLCs for more professional development and in after school sessions in which presenters will be compensated. Our compensation plan is very limited to math and science teachers in the secondary grades. We will expand on this by allowing those who assume additional responsibilities to be compensated. In order to have project participants committed to the project, the district coordinator will meet with building principals and the campus site base committees to air concerns and make corrective actions if necessary. This will help ensure that all participants stay committed to the project.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Assess the effectiveness of the mentorship program	1.	Agendas for the mentor and mentee training sessions
		2.	Summary results of mentor/mentee conferences
		3.	Evaluation results of mentees at the end of the school year
2.	Determine the effectiveness of multiple evaluation components	1.	Documentation of teachers observing other teachers
		2.	Results of student growth measures
		3.	Results of scores from all state and local assessments
3.	Study the use of various strategies to maximize collaboration	1.	Use of campus PLC times to enhance collaboration
		2.	Agendas and results of collaboration meetings
		3.	Agendas and results of grade level vertical integration meetings
4.	Analyze the results of professional development activities during the week	1.	Schedule and results of professional development activities
		2.	Agendas that reflect assessment and observation findings
		3.	Use of teachers to lead in professional development activities
5.	Review of the plan that differentiates compensation	1.	Documentation of teachers assuming more responsibilities
		2.	Results of assessments and observations as basis for staff development
		3.	Stipends given to teachers in shortage areas

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Induction System

Mentor selection will be done through evaluations, credentials and experience of the mentors. Mentor and mentee training will be documented through agendas and sign-in sheets. Mentor/Mentee meetings will be documented by and will include a time card and summary report as provided by each mentor. The success of this program will be monitored by ascertaining the number of mentees who stay in the teaching profession and the success that each is able to obtain.

Multiple Observations

Fundamental 5 will be used which is an online walk-thru system to be used for teachers. This will be done by building administrators and by experienced and successful teachers selected by campus principals. The district will also use the PDAS system for evaluating teachers. Results of these will be collected by building principals and results will be correlated to student assessments.

Formal Evaluation

The District will use several strategies to determine this. Included will be observations, student growth, teacher self-assessments, and student surveys on selected campuses. All of these will be collected by the campus grant coordinator and submitted to the building principal and district grant coordinator in order to compile and summarize.

Accommodations

These will be monitored and documented by PLC leaders and submitted to the campus grant coordinator

Professional Development

This will be accomplished through PLC meetings and during after-school staff development workshops. These will be documented by PLC leaders and campus grant coordinators.

Compensation Plan

Supplemental compensation will be documented through time cards and coordinated through the campus grant coordinator who will in turn submit them to the district grant coordinator

Problem Resolution-Problems will be handled at the campus level if at all possible. The district grant coordinator will conduct a monthly meeting with campus personnel and resolve problems that are not able to be resolved at the campus level.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Mentorship Program

Although the District has a mentee training program for new and one year experienced teachers, it does not have a mentorship program as a general rule in the District. The mentee training program is called First and Second Year Teachers Academy and both groups meet three/four times per year for all day sessions in which effective teaching strategies are demonstrated to them. We are proposing that we institute a mentorship program in which mentors will be paid a stipend for working with teachers new to the profession. These will include newly hired teachers and those who have one year experience in the District. We are also planning to have a third year mentoring program for selected mentees, as needed. Mentors will be selected by their building principal in coordination with central office personnel. Selection criteria will be based on successful teaching in the District in addition to possessing personal characteristics that will enable them to work with and assist inexperienced teachers to develop their skills and upgrade their knowledge as professional educators. Training will be provided for those mentors selected. Training will consist of proven mentor/mentee strategies in addition to requirements established by the grant. A preference will be given to those who are in the same teaching field and campus as their mentees. Stipends will be rewarded to mentors upon successful completion of their roles. The training program will be done by local administrators who will receive staff development on a mentorship program that has been effective through workshops and conferences. Local administrators who are leaders in the mentorship program will also receive training from outside providers.

Mentor/Mentee Meetings

Mentor and mentee will hold regularly scheduled meetings a minimum of twice per month. Meetings will be documented and a summary submitted to the campus grant coordinator. These meetings will normally occur before or after school. If release time is required, the grant will pay for the substitute. If the mentee is experiencing problems that can't be resolved by the mentor, a meeting will be held with the principal to see if a resolution can be reached.

Mentee Observations

Mentees will be required to observe other teachers once per semester. These can be experienced and successful teachers in the District or teachers in other districts who have been successful previously in implementing successful instructional or behavioral management strategies that have proven to be effective. All observations must be coordinated and approved by the mentee's building principal.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The District has recently been using the Fundamental Five Observation instrument and will continue to use it during the duration of the grant. In this process all teachers are observed a minimum of once per six weeks by a building administrator. Observations are considered walkthroughs and usually last no more than 10 minutes. Campus administrators have been trained to do this. Our plan is to train and deploy regular classroom teachers to perform observations on selected teachers who are new to the profession or who have been identified by the building principal as needing the guidance and direction of an experienced and successful teacher.

The Fundamental Five Observation instrument is an online template located in Eduphoria and consists of several items that may be checked if observed by the observer during walkthroughs. Some of these items include the following: lesson frame clearly visible, teacher read lesson frame to class, teacher praised academic success, instruction included Sheltered English Instruction, students engaged in frequent and small group purposeful talk about the learning, teacher praised student effort, instruction included critical writing, and teacher closed lesson effectively.

The Fundamental Five consist of five critical practices that are at the core of highly effective instruction. These practices are: frame the lesson, work in the power zone, frequent small group talk about the lesson, recognize and reinforce, and write critically.

In framing the lesson there are two distinct parts: the daily learning objective and the closing question which is the product or task. Once the lesson frame is developed it should be posted in the classroom for all to see and made reference to throughout the lesson.

A teacher working in the power zone is simply one who is teaching or monitoring in close proximity to a student or group of students. Some characteristics of a power zone room are as follows: on task behavior increases, discipline issues decrease, student retention of content increases, and student achievement increases.

The second practice is one of frequent, small group purposeful talk about learning and is a practice of using pre-planned questions that guide student conversations toward the desired learning outcome. This will help to cement the learning for some and also allow for differentiated learning.

Another practice which should be observed is to recognize and reinforce. Teachers should be observed making a big deal of small things such as a low performing student making a passing grade on a test or a student who never turns in homework, actually turns in the assignment. Also a teacher should start reinforcing the work it takes to be successful. It is imperative that the teacher look for the positive, good things going on and be specific.

Writing critically is another practice which is defined as writing for the purpose of organizing, clarifying, defending, refuting, analyzing, dissecting, connecting, and/or expanding on ideas or concepts. Teachers should take 5-10 minutes to do this and consist of a simple list, a short comparison paragraph, a quick summary, a mind map, purposeful note taking, a written exit ticket, or a formal essay or term paper.

In the pre-observation meeting the teacher to be observed outlines what he/she is going to accomplish, including the use of technology. In the post-observation meeting, the observer reviews what he/she observed and asked the teacher if the objective was accomplished. The observer will identify areas of strength and weakness and makes suggestions on ways to improve as needed.

The PDAS system of observation will also be used but will be done by building administrators only. It

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is a more formal observation process and the observation is longer in length. All teachers will not be observed using this instrument. The instrument has eight domains that are considered in the observation process. These are as follows: successful student participation in the learning process; learner-centered instruction; evaluation and feedback on student progress; management of student discipline, instructional strategies, time, and materials; professional communication; professional development; compliance with policies, operating procedures, and requirements; and improvement of academic performance of all students on the campus. This process also includes an observation summary and summative annual appraisal. The District has also been asked to participate in a pilot program for both teacher and principal evaluation and is intended to shift from compliance to that of a system of support and continuous growth. In this new pilot program, measures of practice and student growth will be required. The purpose of the pilot is to include enough of the multiple measures of practice and student growth data needed to make a determination of the validity and reliability of the evaluation systems to make performance ratings. If approved by the local board of education, the district will implement this new evaluation system beginning with the 2014-15 school year. It is anticipated that training will take place in the summer.

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On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The District will continue to use the Professional Development and Appraisal System (PDAS) and will use the following domains: active successful student participation in the learning process; learner-centered instruction; evaluation and feedback on student progress; management of student discipline; instructional strategies, time and materials; professional communication; compliance with policies, operating procedures and requirements; and improvement of academic performance of all students on the campus.

Another evaluation tool to be used is the Fundamental Five observation instrument located on the Eduphoria on-line system. Some of the indicators to be observed are as follows: lesson frame clearly visible; teacher read lesson frame to class; teacher praised academic success; teacher praise was personal and specific; instruction included Sheltered English Strategies; lesson frame written in student friendly language and using rigorous verbs; teacher praised positive behavior and student effort; instruction included critical writing, and teacher closed lesson effectively.

The District will also use a teacher self-assessment which is referred to as the Professional Development and Support Teacher Self-Report Form. This consists of several questions and statements that teachers must complete and submit to the building principal. Questions are as follows: Which academic skills do you use to assess the needs of your students; What processes do you use to assess the needs of your students with regard to academic skills; Describe a specific instructional adjustment which you have made based on the needs assessment of your students; Describe the approaches you have used to monitor classroom performance and to provide feedback to students regarding their progress in academic skills; Describe how you assisted your students who were experiencing serious attendance problems; Describe your approach in working with students who were failing or in danger of failing: List or describe, in the space provided below, your professional development activities related to campus/district goals, assigned subject/content, needs of students, or prior appraisal performance in several selected areas; As a result of your professional development activities described above, what have you been able to use in your classroom that has positively impacted the learning of students; Be prepared to discuss three target areas for continued professional growth.

All teachers must be appraised at least once during the school year with some exceptions. A teacher may be appraised less frequently if the teacher agrees in writing and the teacher's most recent evaluation rated the teacher as at least proficient, or the equivalent, and did not identify any area of deficiency. A campus administrator who is a certified PDAS appraiser and approved by the Board shall conduct a teacher's appraisal. The District shall establish a calendar for teacher appraisals and shall include all of the days of the teacher's contract. Observations can't occur in the three weeks after the PDAS orientation. Also, to be excluded are observations on the last day of instruction before any official school holiday. Summative annual conferences must be held not later than 15 working days before the last day of instruction for students. The summative appraisal report shall be shared with the teacher no later than five working days before the summative conference and no later than 15 working days before the last day of instruction for students. The annual appraisal shall include at least one classroom observation of a minimum of 45 minutes, with additional walkthroughs and observations conducted at the discretion of the appraiser. A written summative

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annual appraisal report shall be shared with the teacher no later than five working days before the summative conference and no later than 15 working days before the last day of instruction for students. Unless waived in writing by the teacher, a summative conference shall be held within a time frame specified on the District calendar and no later than 15 working days before the last day of instruction for students. The summative conference shall focus on the written summative report and related data sources.

The District has also been asked to participate in a pilot program for both teacher and principal evaluation with the intent of moving from compliance to that of a system of support and continuous growth. The purpose of the pilot is to include enough of the multiple measures of practice and student growth data needed to make a determination of the validity and reliability of the evaluation systems to make performance ratings. If the local board of education approves this, training will take place in the summer for appraisers. The program will be implemented in the school year of 2014-15. It is assumed that some of the requirements will be the same as that of the PDAS.

Student academic growth will also be used in the evaluation process. Assessments such as the LAP-3, NWEA, and STAAR results will be used for this. For non-core subject teachers such as those teaching Career and Technology, we plan to assess the number of students passing a certification or licensing exam as a means of measuring student growth. For subjects such as choir and band, the district will use results from UIL contests as a factor in measuring teacher effectiveness.

At the secondary level, selected students will complete a survey on their teachers and results will be reported to the building principal. During summative conferences, results of these will be discussed with the teacher. All of this will remain confidential.

It is anticipated that the following rubric will be used:

PDAS-	75%
Fundamental Five-	10%
Assessments-	10%
Teacher Self-report and Student Surveys-	5%

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Generally speaking accommodations have been made through professional learning communities (PLC) held at every participating campus. This allows for teachers to discuss with their peers issues involving pedagogical strategies and results from group and individual assessments. These include common assessment results given throughout the school year.

The early childhood campus is divided into seven teams with three from each grade and one representing special education. Teams of teachers meet weekly with some meeting during the school day and a few meetings after school. Teams have a common period in which all teachers would send their students to either P.E. or music. This eliminates a need for substitutes.

One elementary campus provides PLC meetings for the core subjects of math and reading. The campus consist of three grades so grade level PLCs meet once every three weeks on a rotating basis so that substitutes will be available. Meetings are approximately one hour in length. Also, every six weeks, a day is devoted to planning, curriculum updates, and preparation.

The other elementary campus is similar in how it operates its PLC meetings. However, PLC meetings are held on a weekly basis with all first grade teachers having a meeting together. This is because first grade at this campus is self-contained. In the second/third grades, PLCs are provided for both math and ELA teachers. All of these meetings are held during recess times so that substitutes are not required. A planning day is also held every six weeks and is on a rotating basis. At the intermediate campus, there are PLC teams. There are four teams for the core subjects of math and ELA for both grade levels. Because fifth grade science is a STAAR tested subject, there is a PLC for this subject in which all fifth grade science teachers must be present. These PLC meetings are approximately 45 minutes in length. Also, as with the other campuses, every six weeks there is a planning day. No substitutes are required for PLC meetings since they are done during times when students go to recess or attend an elective subject.

At the middle school, which consists of grades 6-8, teachers are divided into five PLC groups. Four of these are core subjects and one is designated for all non-core teachers. PLCs meet weakly during the day and substitutes are hired to take the place of these teachers. A planning day is held every six weeks so that PLC groups may analyze student assessment results and make plans for the next six weeks.

At the high school level, PLC meetings consist of the four core subject area and meet on a daily basis. This is built into the master schedule of the campus so that all core subject teachers can meet together. Teachers use this time similar to other campuses but also examine ways in which technology can be integrated into the curriculum. For non-core teachers we plan to release teachers and pay substitutes so that this group of teachers may meet and discuss ways in which the needs of the students can be better met. We also plan to include more vertical integration meetings between all teachers, both in the core and non-core subjects. This also will be done by providing more release time for teachers in which substitutes will be hired.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Professional Learning Communities (PLC) which are held on every campus will be a key element in using and facilitating staff development activities and opportunities within the school week. Since the District has adopted the Fundamental Five Observation process, many more opportunities for observation exist. Each teacher receives one observation every six weeks. Also, in some cases teachers will receive more than this since other selected teachers will also perform observations on teachers identified by the building principal as needing another teacher to assist in the observation process.

Initially, most staff development will focus on assessment results from the previous year. This staff development can be conducted during the PLC meetings and in after regular school day meetings and training sessions. The District also has several early outs programmed into the calendar in which students are released and staff members remain in the District for staff development training. As the school year progresses more formal and informal student assessment data will be available. These include common assessments administered by teachers. This can result in additional training that is based upon results from these assessments. If the assessment results have produced poor results from certain campuses, the staff development can be directed to those particular campuses. It can also focus on specific subjects and items so that staff development can be directed toward those campuses, subjects, and items as deemed necessary.

In some cases where academic results or behavioral issues indicate a campus problem as a whole, an afternoon training session might be more appropriate in which the majority of campus staff attend. For assessment results that impact the complete District, early out sessions might be more beneficial since the majority of staff could attend. All of this staff development could be done by local staff members in the District, including administrators and counselors. In addition, the District has and could contract with the regional Education Service Center or outside providers to provide staff development training.

Observations by both administrators and teachers will also serve as the justification for staff development later on in the school. This can be conducted by a variety of professionals and will target small or large groups of teachers, depending on the results of the observations. Again, if the problem is common to a large group of teachers, staff development can be directed toward the campus staff as a whole. These decisions will be made by the administrative staff in consultation with teachers who also conduct walkthroughs.

The District will also contract with an outside provider to provide an online system of staff development which will consist of such things as videos, e-nooks, webinars, a networking blog, and an e-newsletter. Potential topics include: assessment and evaluation of teachers, classroom instruction and management, classroom observations and walkthroughs, coaching and mentoring, differentiated instruction, diversity and equity training, educational leadership, and educational leadership. Based on observations and assessment data, administrators will make recommendations to teachers regarding the topic(s) that should be a part of their professional development training.

The District would also like to use grant funds to purchase recording equipment so that teachers who have demonstrated exemplary teaching strategies may be taped and have these placed on the District website. This would enable other teachers to access these and use as a professional

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development activity. The public could also access these by pulling up the District website.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Although the District does have a limited differential compensation plan, financial resources have prevented the District from expanding it and including teachers with additional responsibilities in the compensation plan. The District would like to maximize it and include more activities and responsibilities that will be closely aligned to improving student performance and a teacher's pedagogical growth. We plan to expand our first and second year teacher academy by selecting mentors for this group of inexperienced teachers and paying them supplemental compensation. They would be required to meet with the mentees and write a summary of their meetings. If problems do occur in which the mentor can't resolve, a conference would be held with the building principal with the goal of obtaining a suitability resolution.

Also, experienced and effective teachers will be selected to observe other teachers using the Fundamental Five observation system. This would be coordinated by the building principal. A follow-up conference would be held and suggestions will be made by the experienced teachers on ways to improve instruction of the observed teacher. The teacher who conducts the observation would receive additional compensation.

Based on prior assessment results, selected teachers will also receive supplemental compensation for improving student academic performance on such assessments as the LAP-3, ISTATON, NWEA, and STAAR results. This will primarily focus on teachers who instruct in the core subjects.

Teachers who provide the leadership in Professional Learning Communities (PLC) will also be compensated. Since there are some PLC leaders receiving a small stipend, the District will increase these depending on their level of responsibility. For new PLC leaders a compensation plan will be established for them.

Teachers who make presentations for staff development both during PLC meetings and at other times during the school year, an additional compensation will be given to them. All of this must be documented by the campus grant coordinator. In some cases, a teacher may be compensated during the summer time for this additional responsibility.

Also, staff members who work with the administration in the interviewing of new personnel to the campus will receive additional compensation if interviews are conducted on days in which staff members are not on contract. This is primarily accomplished by members of the campus site-base committees and frequently occurs when staff members are off duty. Teachers selected to be instructional coaches will also receive additional compensation at a rate to be coordinated by their building principal and grant coordinator. These teachers will be selected by their campus principal. In order to ensure the success of the grant, building principals will select a campus grant coordinator. This person will be charged with the responsibility to ensure that the grant activities are being implemented according to the guidelines in the grant. This person will also ensure that all paperwork is documented and time cards are sent to Levelland ISD Central Office for payment and coding to the grant fund.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Although the District does have a recruitment and hiring process, it plans to upgrade and expand this in order to attract more applicants and improve the quality of those who are applying for jobs in the District. We plan to attend job fairs in the region besides those in other regions in order to attract teachers in shortage teaching fields, such as bilingual education. Although we do post openings for personnel on the local and Education Service Center websites, we plan to expand this by posting jobs that are difficult to fill on statewide websites. In order to improve our hiring process, we plan to attend educator job fairs and solicit applications for shortage area positions even though a job opening may not exist at the time of the job fair. Since job fairs are normally held in the early part of the Spring in which job openings have not materialized, it will be our goal to be more proactive so that we will be in better position to select highly qualified applicants should a job opening actually occur.

It will also be our goal to use a team of professional educators as part of the hiring process. We intend to utilize teachers and other staff members who have teaching experience in the subject area in which the applicant is applying in addition to be a teacher on the same campus in which the applicant will be assigned. Before selecting an applicant, we will conduct a thorough search into the applicant's credentials and experience as an educator. A priority will be to select those educators who graduated from teacher education programs that have a record of producing teachers that have a proven track record of successful teaching.

We will strive to select those teachers who have full state certification including passing the certification test for their particular subject to be taught. This means that they should have passed the TExES or ExCET for the subject. At a minimum, we intend to hire only those teachers who are highly qualified. In some cases, we may have to use the HOUSE method to classify a teacher as highly qualified. This means that have full state certification but have not passed the appropriate ExCET or TExES to their assigned teaching field. In this method, you can use experience as a teacher, number of college hours in the subject or related fields, and professional development hours in the subject to be taught as a means of classifying a teacher as highly qualified.

Another factor to be considered when hiring teachers is the total experience of the applicant in addition to the specific experience in the grade level or subject in which they will be assigned. Also to be considered in the transit nature of the applicant. Our goals will be to hire teachers who intend to have a long and successful career in our District. This should be readily ascertained in the process of hiring the applicant.

References will be another important item to consider in the application process. Administrators may also check with other past employers even though they may or may not be listed in the formal application document.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers who meet the selection criteria can become mentors to first and second year teachers and receive supplemental compensation for this. Mentors selected will be trained. When the mentor and mentee meet, the mentor will be required to submit a short summary of their meeting to the building grant coordinator. Also, teachers who are selected to be PLC leaders will receive a stipend if they prepare agendas and write a summary report of the PLC meetings. PLC leaders should review assessments results from state and common assessments and use these to prepare agendas for discussion at the meetings. The PLC leader will also lead the group in brainstorming effective strategies to use in working with students of diverse backgrounds and educational experiences. In the area of observation, experienced and successful teachers will be selected to observe other teachers in similar grades and subjects using the Fundamental Five observation instrument. All teachers will be required to observe other teachers throughout the district with the grant paying for the substitute. Teachers will be required to write a short narrative on what changes they plan to make in their instruction as a result of the observation. In this situation, the Fundamental Five instrument will not be used. First and second year teachers will be required to do this a minimum of once per semester.

Teachers will also be encouraged to lead in staff development through their PLC times and in staff development days, including early out days. Staff members leading in staff development workshops after school will be compensated for their time. In some cases teachers can also lead in staff development training during the summer months in which teachers are not on contract.

Supplemental compensation will be provided. Those teachers selected to lead in staff development training sessions will use previous and current assessments to identify the need for staff development. During the school year teachers who plan to lead in staff development will also review observations both through formal and informal means to identify topics for staff development. They will work in conjunction with the administration and site-base committees on each campus to determine the topics to be covered in the staff development. In some cases the training will be focused at a campus level while widespread areas of concern will be more directed toward the District as a whole.

Staff members selected by their building principal to serve as campus coordinators will also receive additional compensation. They will be responsible for ensuring that the grant is being implemented properly on their campus. They will also work with the district director to ensure that all necessary paperwork and documentation is forwarded to the central office for coding and potential payment.. Teachers may also serve as instructional coaches and will be compensated accordingly. Teachers desiring to become instructional leaders will also be assigned selected teachers from administration. In the hiring process of new personnel, staff members will be encouraged to participate with the building process during the interview process. Staff members serving in this role will be compensated if it done during "off contract" times or in late afternoon or evening sessions.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District would face several financial and programmatic challenges without the availability of the grant funds from the Educator Excellence Innovation Plan. During the 13-14 school year the District adopted a tax rate of \$1.04 which is the maximum tax rate that can be assessed for maintenance and operations in a school district. Because of a decrease in valuation, the District received less money from taxes than in previous years. Also, state funding has been decreased because of the budget deficit that the state has experienced. Not only are financial resources limited but in order to properly implement the program, the District would need to add more personnel or provide supplemental compensation for existing personnel.

In order to implement the mentorship program the District will select and pay mentors for assuming this additional responsibility. This will also add more responsibilities to those personnel who select the mentors and provide the training for them.

It is our opinion that in order to fully implement the grant at the campus level, each campus administrator needs to select a campus coordinator who will be responsible for ensuring that the grant guidelines/procedures are followed besides monitoring and providing the documentation to support payments to individuals at the campus level.

Since we plan to supplement pre-existing or initiate stipends for PLC leaders, this would be a financial and organizational challenge. It will be the responsibility of both the building administrators and campus grant coordinator to ensure that these PLC meetings are conducted and that the leader is actually preparing an agenda and summary of the results.

Professional development is another obstacle that we would face without grant funds. In the past, professional development has been provided by campus and central office personnel. Outside providers have been used to a great extent. In order to attract local educators to do this, a financial incentive agreement must be included. The local budget does not allow for this. Another challenge that will be overcome with these funds will be the use of a campus coordinator to ensure that the grant is properly implemented at the campus level. Currently, no more is budgeted for this..

A differential compensation plan which rewards educators for improving student performance is another obstacle that could not be overcome without the availability of these grant funds. Also, we do provide supplemental pay for math and science teachers at the secondary level. However, the greatest personnel problem we have is hiring certified bilingual teachers. We currently are short three teachers in this area with an even greater shortage anticipated in the future. We are proposing to provide stipends for these teachers in addition to sign on bonuses for fully certified bilingual teachers new to the District and who are assigned to a bilingual class. A survey of the middle school indicated that a similar problem exist for math and science teachers. A high turnover has been experienced in this group in addition to a shortage of qualified applicants.

We also anticipate that the implementation of the grant will impose additional responsibilities on the business office and plan to use grant funds for overtime for those personnel affected.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April/May (2014):

Meet with administrators and other campus personnel to inform them about the opportunity to earn supplemental pay if they have personnel who lead in staff development training, workshop, or conference that are approved by the building administrator. Also, provide staff members an orientation on the approved grant including guidelines and procedures that must be followed. Develop a form that gives personnel the permission to lead in staff development training sessions. The form must be signed by the applicant and building principal. **Professional development/compensation plan/career pathway**

June:

Call a meeting of the building principals and make them aware of the guidelines in mentorship program.

August:

Principals will select mentors to work with mentees

September:

Building principals will select campus coordinators and inform them of the stipend they will receive as approved by their building principal. Provide training sessions for both mentors and mentees. Administrators will also identify instructional coaches to work with selected teachers. Organize Professional Learning Communities (PLC) and select leaders for each one and ensure that collaboration is maximized. Meet with campus personnel and explain the compensation plan for improving student performance and other areas for upgrading the teacher's pedagogical growth. This includes observing other teachers and providing leadership in staff development sessions. Allow staff members to observe other staff within the District. If approved by the building principal, this also can be done at other districts. **Multiple observations, induction system, and professional development, collaboration**

October:

Select teachers who will use the Fundamental Five Observation instrument in order to observe other educators. Campus administrators will select those teachers to be observed. Campus principals will train those teachers who will be the observers. Provide an orientation session for teachers to make them aware of the evaluation rubric to be used. **Multiple observations, Evaluation Rubric**

November:

Use prior and current assessment results to conduct staff development sessions during the week. Allow staff members to make presentations at staff development sessions. **Professional development**

December:

Begin to use both administrative and teacher observation results to plan and conduct staff development sessions. Conduct a pre and post observation conference. **Professional development**

March-June:

Attend job fairs both inside and outside the region. Make prospective applicants aware of potential openings. **Recruitment and hiring**

March-August: Conduct job interviews using a team approach. Ensure that applicants are to a

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 110-902

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to solicit support for the grant the District grant writer contacted all building principals to explain the grant criteria and general parameters relevant to the District plan. The District grant writer then arranged to attend another meeting of the campus site-base committee or small group of administrators and staff to gain support for the grant. The grant writer then passed out to all personnel attending the required and preferred criteria required in order to have the grant application approved. He also discussed ways in which the District planned to implement activities to satisfy both the required and preferred criteria. He also asked for suggestions from the various groups on activities they felt would support the grant criteria. He then passed out a form in which each attendee signed, thus indicating their support or disagreement with the grant and the plan the District is proposing.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After meeting with selected campus personnel, including the campus administrative staff, it was decided that participation would be district-wide. Based on the meetings conducted, the vote was unanimous.

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